

11th Grade Curriculum Map, Unit 2

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

Unit Summary: Argument & Research

This unit will utilize a variety of resources and media in order to prepare students for future college-level research writing. By close reading and analyzing satirical and argument texts from the 17th and 18th centuries and modern day, students will gain practice in identifying and evaluating author's use of structural and organizational strategies. In addition, these texts will also serve as practice in analyzing how argumentative techniques can work in and across genres. Students will apply what they learn from these close readings to their writing of a 3-5 page argument essay. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on expanding and developing their details and evidence in logical and organized ways as well as on honing their intentional use of tone and proper grammatical conventions. Students will conduct research and hone their annotation skills as they closely and critically read and evaluate their sources in order to garner text evidence to support of their arguments; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and strengthen speaking and listening skills; investigate meanings, contexts, and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How does an author use different writing styles to criticize and/or comment on historical happenings?

Why do some authors use literature as social commentary/criticism?

How did the works of various 17th and 18th century authors reflect historical and social aspects of the time?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Writing Workshop (20%):** Argument Research Paper: Social Commentary
2. **Performance Assessment (10%):** **must align with RL.11.6/RI.11.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated to what is really meant (irony, sarcasm, etc.); determine an author's point of view or purpose in a text, analyzing how style and content contribute to the overall effect of the text*
3. **Mid-Year Benchmark Assessment (10%)**
4. **Vocabulary (10%)** Cumulative Assessment: [90 words](#)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

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Texts:

Anthology: Prentice Hall Literature, *The British Tradition*, Common Core Edition

Major Works: related texts: from “A Vindication of the Rights of Women” (Wollstonecraft); “Speech Before Her Troops” (Queen Elizabeth I); from “Gulliver’s Travels” (Swift)

Mentor & Seminar Texts: Examples of argument writing in *Everything’s an Argument* and *Models for Writers* and “Too Many People Who Should Not Have Guns Do” (L.Pitts)

Poetry: “The Chimney Sweeper” (both versions) by William Blake; “The World is Too Much with Us” by William Wordsworth; “Eve’s Apology in Defense of Women” by Amelia Lanier; “To His Coy Mistress” by Andrew Marvell

Multimedia: scenes from *Braveheart*, excerpts from speeches in *The Last King of Scotland*

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument (Research)	Speaking & Listening	Language
<p>Key Ideas & Structure</p> <p>Close Readings/Annotations RL.11.2/RI.11.2 – Argument/Claim Analyze claim and counterclaim and strength of support; cite textual evidence to support such analysis; analyze techniques of social commentary</p> <p>RL/RI.11.3: Development Analyze how events interact and develop and impact the text</p> <p>RL.11.4 – Word Choice Analysis of word choice for its effect on tone and author’s purpose</p> <p>RI.11.5 – Structure Identify and assess the organization and development of argument</p> <p>RL.11.6/RI.11.6 – Point of View: Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute</p> <p>RI.11.6 – Author Purpose: Analysis of how author presents argument, including persuasive appeals and rhetorical strategies:</p> <p>Satire, Understatement, Exaggeration, and Hyperbole: Identify its use and analyze its effect on author’s purpose</p>	<p>Text Types & Purposes</p> <p>W.11.1 a-e -- Argument Writing Present a social-commentary argument that analyzes and evaluates claims and counterclaims in order to answer a student-developed question.</p> <p>Writing Workshop. Use mentor text essays and literature to note the structure and organization of argument; use notebooks entries to make connections among texts in this unit; compose short commentaries and editorials in response to current social issues. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W.11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit a rough draft for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p>W.11.7 & W.11.8 Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p>W.11.10 -- Portfolio Reflections</p> <p>Research to Build & Present Knowledge W.11.9 -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p>Comprehension & Collaboration</p> <p>SL.11.1a & b – Practice with Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.11.1a -- *Mini- Seminars: Engage students in small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze argument and social commentary</p> <p>SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p>Conventions of Standard English L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.</p> <p>Knowledge of Language L.11.3a -- Revise argument writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>

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and audience and overall effect.

Verbal Irony and **Sarcasm**: Identify its use and analyze its effectiveness

Range of Reading **RL.11.10**

Poetry: “The Chimney Sweeper” etc.

Literary Excerpts

Mentor Texts: Argument & Social Commentary

***Independent Research**: Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.

Range of Writing **W.11.10**

Writing Workshop writing process, including reflections (portfolio)

Responses to Literature

Open-ended Questions

Annotations

Presentation of Knowledge & Ideas

SL.11.4

Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.

Vocabulary Acquisition & Use

L.11.4, L.11.5, L.11.6

Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument (Research)	Speaking & Listening	Language
<ul style="list-style-type: none"> • How do purpose and audience influence format and style? • How does writing style influence the overall impact? • Why do writers employ techniques such as satire? • How do we critically read and evaluate research? • How do we analyze the effectiveness of an argument? 	<ul style="list-style-type: none"> • How does employing textual evidence enhance a writer’s claim? • How do I discern which and how many details will best support my claim? • What can be learned from studying mentor texts? • How do the various elements of writer’s craft work together to appeal to a particular audience? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to create better understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How does a speaker effectively convey ideas to an audience? 	<ul style="list-style-type: none"> • How does word choice affect a writer’s message? • Which rhetorical devices best support argument writing? • How does connotation affect meaning?

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Absolve
2. Abstemious
3. Ameliorate
4. Ascribe
5. Atone
6. Axiomatic
7. Beneficent
8. Cadaverous
9. Contingent
10. Corpulent
11. Cupidity
12. Desecrate
13. Dilatory
14. Disabuse
15. Disparity
16. Dissident
17. Enthrall
18. Espouse
19. Exhort
20. Expostulate
21. Extenuating
22. Facetious
23. Fastidious

24. Gist
25. Gossamer
26. Heresy
27. Hierarchy
28. Immutable
29. Imperceptible
30. Impetuous
31. Impugn
32. Incisive
33. Infringe
34. Ingratiate
35. Insinuate
36. Juxtapose
37. Knave
38. Lethargic
39. Nebulous
40. Nominal
41. Odium/Odious
42. Penury
43. Pillage
44. Precept
45. Punctilious
46. Recapitulate
47. Remonstrate
48. Reprove
49. Repudiate
50. Reverberate
51. Sanctimonious
52. Sedentary
53. Sordid
54. Specious
55. Stringent

56. Supposition
57. Surmise
58. Tenuous
59. Transient
60. Travesty

Cumulative Test Word List

[English 3A & 3CP](#)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Hyperbole
2. Irony
3. Sarcasm
4. Satire
5. Understatement